

Learning Writing Through Reading Text

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Abstract: This paper focuses on the ideas in learning writing through reading the text. It is an alternative way to develop student's mind in writing. By reading the text, the student is not only getting the information but also the ideas so that they can result the new product. Some ideas which have been discussed in this study, it can be applied to the teacher, student, lecturer or instructor involved in reading and writing pedagogy.

Keywords: *Writing, Reading text*

INTRODUCTION

The relevance of English as an international language continues to increase as more and more people are being required to express themselves in English, especially within the scientific community. Access to too much scientific and technical literature is becoming increasingly difficult for those with no knowledge of English; moreover, the growth of business and occupational mobility is resulting in a need for the English language as a common medium of communication. Furthermore, as electronic communications affect language changing the way it is used and creating a need for a 'global' language, English is being chosen to fulfill that purpose. As it is often said, in short, people will have two languages, one for everyday use, the other for communicating with the formal world: that language will be English. All these demands and requirements have fostered the expansion of aspect in teaching English to develop English students' ability.

In teaching English language, writing is one of four English skills that should be mastered as English Foreign Learner. As EFL, they have to produce language either in spoken or written language. It has been known that writing is an activity to convey a message. Many students do not interest in writing. They feel boring and frustration in learning writing. It is caused that they think that they have no ability or talent in writing. In spite of them, it also can be grounded by their experience in learning to method, strategy or technique in teaching writing. Therefore, it makes student frustrated in writing.

Writing is easy, but also it's not too easy much. Based on observation and interview which has been done to the students in English Department of IAIN Sultan Maulana Hasanuddin Banten, it found that the student get frustration when they start to writing. They think that it is not easy to expose their idea and write it into the paper. Even they can speak in English. As teachers, we

want our students to expand their language skills so that they can become better communicators in their chosen disciplines. Therefore, writing needs process to expose student's idea in their mind, organize them into the words and sentences.

Writing and reading are closely related and, some would say, inseparable. Better writers tend to be better readers, and better readers produce better writing. It makes sense that the strategies someone uses to read are the same ones they use to write. From this students and lectures can take advantage of the connection between reading and writing by showing their students how enjoyable reading is. Reading is vital to this growth and has been found to have a reciprocal relationship with writing. It is generally agreed that the development of good reading habits and skills improve students' ability to write. In fact, reading within a discipline helps students to write professionally in their field.

Reading and writing is one unit. They cannot be separated each other. In the book of Pembelajaran Literasi, published by Usaid Prioritas (2015:168) stated that reading is defined as the better way to get understanding the writer's idea; it can be a creative process to develop to get the idea and connect it to the other idea. After reading, the reader will see the content from the writer and put the idea, build it and event which involve the imagination into the text. therefore, if reading activity is separated from writing, therefore, the reader only produces partial idea without producing and the information that has received only

for own self. It is the same to writing. They should do together. The writer will be able to organize the idea based on the imagination. As the result, the meaning cannot be explored in writing activity.

This statement is also suggested by Krashen (1989:109). His research on reading exposure supports the view that it increases not only reading comprehension and vocabulary acquisition, but it improves grammatical development and writing style. He added that "reading exposure is the primary means of developing language skills. He claimed that through reading we have the opportunity of being exposed to well-organized and well-written pieces of writing which help us to improve our language abilities and to build writing schemata.

It has similar to Yang, as it is written in Dawood (2013:5), he said that reading is an important that can enhance learners writing

Based on the explanation above, the writer interests discuss the idea of learning writing through reading text in increasing writing ability. From this discussion, the writer hopes that it can contribute to the reader especially the teacher or lecturer as an alternative way to inspire the students in writing.

DISCUSSION

Definition of Writing

According to Rogers (2005:1) that writing is the one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment. It means that with writing,

someone can show they can do immediately.

Caroline T. Linse (2006:98) stated that writing is a combination of a process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible readers. From the definition it can be summarized that writing need a process and stages beginning discovering idea, drafting, editing, finishing and publishing.

Reason of Teaching Writing

Harmer (1998:74) said that there are four reasons for teaching writing to the students of English foreign language. The first is reinforcement; some students acquire language in a purely oral or aural way, but most of student's benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentence using new language shortly after they have studied.

Second is language development; student improves their writing mainly through writing itself. When they are writing they construct proper written text to be adventurous with the language.

Third is learning style; some students are able to find easier to pick up language just by looking and listening. By writing they have much time to think things and produce language in slower way. Writing is appropriate for learner. It can also be a quiet reflective activity instead of

the rush and bother of interpersonal face to face communication.

Fourth is writing as a skill; writing is important as speaking, listening and reading. Students need to know how to write letters, how to put written report is together, how to replay advertisements and increasingly how to write using electronic media. They need to know some of writing's special convention such as punctuation, paragraph construction etc.

Writing Process

The following is writing process. According to Richard and Willy A. renandya (1986:316) Prewriting is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started about the topic before writing of first draft. In fact, it moves students away from having to face a blank page towards generating tentative ideas and gathering information for writing. pre writing become a way of warming up writers brain before they write.

The second is drafting. The writer focuses on the fluency of writing and they are not preoccupied with the grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

Third is revising, the revising occurs when a writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give student

feedback. Besides of learning, to revise on their own, their classmate, caregivers or classroom aides can help students revise. When students revise, they review their text of the basis of feedback given in the responding stages. They reexamine what was written to see how effectively they have communicated their meanings to the readers. Revising is not merely checking for language error. It is done to improve global content and the organization of ideas so that the writer's intent is made cleared to the reader

The last stage is editing. Student re engaged in tidying up their texts as they prepare the final drafts for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

Scoring System

Hugher (2002:40) has recommended analytic methods of scoring writing test through the following scale:

1. content
2. organization
3. vocabulary
4. grammar a
5. mechanic

The analytic methods of scoring by Hughes is supported by Sara Cushing (2002:115) who has suggested analytic scoring which has created by Jacob et all. Rating scale includes five aspect of writing: Content, organization, Vocabulary, language use and Mechanics. Sara has summarized the different weight scores of the five aspects as follows: first, content (30) points, and the

next language use (25) points, with organization and vocabulary weighted equally (20 points), and mechanic receiving very little emphasis 5 points.

This scoring system can be used by the teacher or lecture to give scoring student's writing. this scale has been adopted by numerous college level writing programs, and is accompanied by training materials and sample composition so that users can fairly quickly learn to apply the scale.

In doing assessment for writing story, the following rubric can be used:

		Need work	Fair	Good	Very good	Score
1.	Content:	1-5	6-10	11-15	16-20	
	• Originality of ideas					
	• Appropriateness of setting					
	• Development of characters and plot					
	• Other points of interest, e.g. use of dialogue, point of view, irony, symbolism, theme					
2.	Organization					
	• Plot structure, e.g. orientation, complication, climax, resolution					
	• Coherence and cohesion of ideas					
	• Paragraphing					
	• Other points of interest, e.g. flashback, story within a story, transitions, twist					
3.	Language and style:					
	• Range and appropriateness of vocabulary					
	• Range and accuracy of grammar structures					
	• Accuracy of spelling, capitalisation, punctuation					
	• Appropriateness of tone and register					
	• Use of narrative writing techniques, e.g. varying short					

and long sentences, appealing to the five senses, withholding details to create suspense	
• Use of literary devices, e.g. alliteration, onomatopoeia, simile, metaphor, personification	
	Total
	/60

(taken from;
<http://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/assessment%20form%202.5-%20short%20story%20assessment%20rubric.pdf>

Text Centered Approach

Specialized texts of any sort, whether written or spoken, have several characteristics which distinguish them from other texts. The type of text the learner is aiming towards will change its characteristics according to a number of variables. Topic will considerably affect vocabulary. The medium of communication will also have to be taken into account: journal, newspaper, Letter. The mode is whether the text is spoken but written down; spoken with no reference to written form, or written to be read.

As it is said by white and Arnd in Escribano (1999;60) that to communicate a message effectively, writers 'frame' a portion of all the possibilities for expression available to them by focusing upon a central idea or a viewpoint which will unify and inform the text they produce. A reader's expectation is that a writer will have something to say; that there

will be some intellectual commitment to a line of thought or to the transmission of certain information. Therefore, the writer should arrange his arguments logically so that he can be easily understood, bearing in mind the academic community to whom he is addressing his piece of writing.

Moreover, the line of thought, focal idea or thesis, which the writer wishes to put across, should be the answer to the reader's question: what does the writer wants to tell to the reader. Both reading and writing are interactive processes between the reader and the writer of every text. We should take into account that the constitution and use of texts are controlled by the principles of effectiveness and appropriateness: a typology of texts must be correlated with typologies of discourse and situations, since the appropriateness of a text type to its setting is essential. Therefore, Pilar stated that learning to write in a foreign language implies much more than acquiring the linguistic tools needed to communicate meaning. What is also required is knowledge about how different kinds of texts are conventionally structured and presented to the scientific community. Thus, the argumentative text type, for example, has a contextual focus on the evaluation of relations between concepts; the expository text type is laid out taking into account the analysis and synthesis of the constituent elements of given concepts; the instructional one aims at the transmission of knowledge and the formation of future behavior. Text types are expected to have certain traits which

fulfill certain purposes. Consequently, the reader will also have to bear in mind the discourse community to which the text belongs and deduce the writer's aims in publishing such piece of writing; Semantics aspects related to specific terminology will also be conditioned by discourse communities, and this knowledge will be of great help for the exchange of information.

The one should remember in teaching based on text centered approach is in the presenting the text to the reader, it should facilitate them with appropriate text in order the student will get comprehension easily.

Influence of Reading on Writing

The influence of reading on writing has been expressed through the concept in which reading is trying to discover what a piece of written text means by understanding the words a writer is using. When reading, —we don't just wait for the meaning to come to us, we go for it-aggressively. We look deeply into the text hunting in certain specific ways searching for clues as to what the writer is trying to say. As Peha said in Tuan (2012: 489), Peha said that taking into consideration the effects of reading on writing, there are a number of studies that fail to show an apparent correlation between reading and writing ability with the intention of proving that writers must also be readers. Tuan exemplified to Battle's opinion, he stated that freshmen did not appear to absorb reading skills as a function of learning to write. Or, several compositions themselves have not been without ambivalence

toward the importance of reading in improving student writing

Brown in Luu Trong Tuan (2012:489) also claimed that by reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing. In other words, reading can provide models for writing.

Then Murcia and Olshtain in Tuan (2012:490) suggested the opinion, he stated that: Many writing course and certainly most autodidactic strategies in writing involve using well-written passages form literature, or passage written by others, as models for one's own writing. Thus, many writing classes begin with reading texts, analyze them, looking at them as models for writing or using them as a piece of communication to response to. For these reasons, it can be concluded that reading playing a decisive role in the development of writing ability for reading appears to be an essential pre-condition to produce good writers.

Reading and writing objectives

Kennedy and Bolitho (1985: 85) consider that the problems of teaching reading and writing to students are similar in that both activities are concerned with a written text rather than with the spoken word. They point out that the signals and indicators that are mentioned with regard to reading are equally relevant in any discussion of writing. The actual content of the written text may be the same but the difference is that reading is

concerned with the recognition of aspects of that structure, whereas writing has to do with the production of the text. In this respect reading may be regarded as a necessary precondition for any writing task, since the writer must be aware of the structure of a particular type of writing before he can produce it.

From this matter Escribano (1999:59) introduces the objective of reading and writing in the following:

Reading Objectives (Recognition)

1. Distinguish formal-scientific from informal registers.
2. Identify audience and medium.
3. Identify type of writing and its structure.
4. Locate main ideas: distinguish core statement from peripheral ones.
5. Locate facts; locate opinion.
6. Identify logical connectors.
7. Identify referential words and their antecedent.
8. Deduce meaning according to context.
9. Summarise main facts & ideas.
10. Deduce implied information.

Writing Objectives (Production)

1. Decide tenor and register according to audience and medium.
2. Express scientific rhetorical functions (description, definition, classification, argumentation, exemplification, etc.)
3. Lay out contents according to type of writing.
4. Organize information deciding upon given/ new balance.
5. Determine topic sentences.
6. Write clear paragraphs.

7. Use discourse markers and connectors.
8. Keep textual coherence (repetition, referential words)
9. Write a summary.
10. Write an abstract.

Indeed, there may be other reading and writing objectives related to different type of courses. This particular one focuses on the organizational aspects of texts that help the reader to locate information easily and the writer to present his ideas in a logical and coherent way; as well as on aspects of language related to appropriately and readability, such as the use of adequate register and cohesion.

Dealing to the explanation above, Vidas as it is taken in ezinearticle also shared how reading affects on writing. it can be seen on the following:

Readers understand words

Readers understand words because they have read how sentences and words fit together, the order of a sentence and the placement of words. They understand the sentences because they have seen these words and similar sentences before. They can then use them in writing or compose similar ones

Readers understand the structure of the Language

Readers have seen the structure so many times that they can readily understand how to construct great sentences. They can see that writers use different kinds of sentences to make Writing more interesting like starting out with a question. Then the author proceeds to

answer it. A variety of sentences like Declarative, Interrogative, Imperative and Exclamatory make Writing much more delightful to read. Readers also see that some sentences are long and some are shorter. By varying sentence length, it keeps the Writing more lively

Readers understand grammar

Good grammar only makes sense to readers. They know how different parts of speech should fit together. For example: they know in the sentence "The boy rides his bike," that rides goes with a single subject noun. Thus, they understand subject-verb agreement. Understanding good grammar really can assist the reader in Writing. They are much more able to write complex and simple sentences

Readers understand thoughts of the writer

Good readers understand the thoughts of the writer because they have read and thought along with the authors. This helps them in Writing their own compositions. This is a tremendous asset in Writing. When you read, you follow the author's train of thought. It is so natural

Readers have a great vocabulary

Because of their tremendous reading, readers have a great vocabulary. This will certainly help in Writing. They will use a variety of words, not the same old thing. I have a cousin who was such a wonderful reader. When he wrote his thesis for his doctorate, the words he used were so large and long, one needed a dictionary to look them up. He always beat everyone in Scrabble when he was little, even the

adults. No one could outdo him. His vocabulary was extensive

Readers know how to make their writing interesting and exciting

Readers read. They know they don't like to read "boring" books or articles. They can see how authors use words to paint pictures and make it more interesting and exciting. Redundancy is poor Writing and writers need to stay away from it. Usually good readers are good writers. They go hand in hand. One complements the other

Readers can use creative ways to make people want to read what they wrote

Good readers can make their Writing creative. People want to read it. It would be a book you can't put down. You just want to keep reading it until the end.

Learning Writing through Reading Text.

Related to the importance of reading text in activating student's background knowledge and enhancing of their writing, Usaid Prioritas as the one of aiding program presented a practical writing through reading text.

The following are the ideas of learning writing introduced by USAID program that can be used by the teacher or lecturer in teaching process especially referred to writing and reading ability (2015:165-170)

Writing of critical text based on reading biography text

By reading a biography text, the student can write a comment or critical to the person in the biography

text. the activity can be seen on the following;

1. Divide the students into four or five groups, and each group can be consists of four or five members
2. Ask the student to read the biography text individually
3. Ask the student to answer the question which are related to the text
4. Ask the student to write the answer on the paper
5. After learning, ask the student to write a comment or critical text based the answer that has been written before

Writing exposition text based on the news item text

Writing exposition text based on the news item text can be realized by using the following steps;

1. Ask the student to read several news text from the different source (Should be individual)
2. Ask the student to choose one interesting news
3. Ask the student to read the news text (the source of news minimally from 3 different source; newspaper, magazine or internet
4. Give the students some question related to their reading such as, what topic you have read? Or define the source of your reading text? or what is the difference s and similarities from the text you have read(this text is aimed to expose the information of their reading text which referred to writing exposition text)
5. Ask student to write exposition text based on the text

6. Teacher or lecturers reminds the students about the generic structure of exposition text, in the case of; determining of thesis (opening), determining argumentation (content), determining of stressing sentence (closing)
7. Student writes exposition text based on the text and guiding from the teacher
8. Ask the students to check and recheck their writing (can be in peer or friend in group)

Writing short story through biography text

1. Students are asked to make a group (it can be consist of five or six students in a group
2. Manage each group to do the task based on the part of short story
3. Ask the student to write short story based on the biography text
4. In writing short story, the teacher should give explanation the main part in writing short story, its started from:
 - a. Determine the title of short story based on biography text
 - b. Determine the orientation of short story based on biography text
 - c. Determine complication and climax of the story
 - d. Determine orientation or solution of the story
 - e. Student writes short story on paper based on biography text
 - f. Here lecturer or teacher give a critical or suggestion and monitoring during writing story
 - g. Ask students to tell the story

Learning writing drama text based on fable text

- a. Manage class into group. Each group can be consists five or six members
- b. Ask students to write drama text based on fable text
- c. Give attention to the students about the following
 1. Determine the title based on fable text
 2. Determine the character and characterization from the fable text
 3. Determine the action which is suitable to the fable text
 4. Determine the story line
 5. Determine the dialog of each character
- d. After the teacher give these detail, student can start their writing
- e. Perform drama text by acting
- f. The use of drama devices is allowed to add the vivid drama performance
1. Learning writing procedure text from reading observation report text

The procedure is as follows:

1. Ask the students to read observation report text
2. Ask student to determine the main thing in writing procedure text, they are: the goal and steps from observation report text systematically
3. Ask student to write procedure text by using the generic structure

The one these ideas has been done in English Department of IAIN Sultan Maulana Hasanuddin Banten, namely learning writing short story from reading biography text. In this

case, the writer conducted classroom action research. She did two cycles to increase student's writing. The finding of the research shows that by implementation of reading text can develop student writing, especially in writing short story in literature class. In implementation of this idea, the writer uses method of gallery walks. The students joined together in their group in producing of their short story. They correct, edited and publish it in front of their friend by gallery walks. They bring their writing and read it in front of another group. If there is a critical, each group should revise it and collect it to the teacher. From reading biography, they can find new idea and the reading text as the model of their writing. The student also enjoy when they present their material. Then in the second cycle, the writer asks student practice writing by using new biography text. It is occur in twice. In this cycle, the writer uses the same activity but the different is publishing. In the beginning, the writer informs that student's short story can be published by using social media. They should open their own face book. They look so spirit in writing. They may choose one interesting of three biographies. After finishing of their writing, the student can display it in Face book wall. Then, their friend can comment on their writing each other. This media also can build their interesting in writing.

Since, the writer has joined to the USAID program, the ideas in learning writing through reading has been tried to several schools in Bandung. Then the ideas also has implemented to several senior high

school and university in Banten by Usaid facilitator. From the teaching practice, it can be seen that the student can activate their background knowledge. They also can enjoy the reading and writing. Because they can get an idea and enhance into their writing. After the practical teaching in school, Usaid program also do “ Team Teaching”, accompanied by facilitator in doing of this idea. It aims to see the respect and student’s attitude and perception towards the application of learning writing through reading a text.

CONCLUSION

Reading activity is categorized as writing skills but it is receptive. It is started from the need of information to become the source to enlarge our knowledge or as the entertainment such as short story, novel and drama. Source of reading can be found easily in our environment. It comes from newspaper, magazine or book. Therefore, the teacher or lecturer should be more creative and selective in presenting the source of the material as well as the use of strategy to achieve satisfy goal.

By reading the various texts, it can be a process in the student’s mind to develop and understand the ideas then they can connect it into other idea. In the last, the student will result the new one either in writing literature or scientific writing which is suitable to their need and the goal of teaching learning process. In simply, teaching writing in relation to reading has good impact on student’s schemata and prior knowledge which affect their writing ability. They are not only reading

and receiving information but also producing the new product.

From this idea also inspire the teacher to reproduce student’s writing as the media in the next teaching learning process. Therefore, student writing is not only as the collection or displaying but also can be used as the tools in teaching learning.

In doing of this idea is also suggested to guide students during reading a text. Since the application of reading may find a problems from students. Then the student also needs a guide when they are writing. The application of this idea cannot be separated from the teacher’s guide.

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THE USE OF TRANSLATION TOOL IN EFL LEARNING: DO MACHINE TRANSLATION GIVE POSITIVE IMPACT IN LANGUAGE LEARNING?

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Abstract: Translation tools are commonly used for translating a text written in one language (source language) into another language (target language). They are used to help translators in translating big numbers of translation works in effective time. There are three types of translation tools being studied in the article entitled *Machine Translation Tools: Tools of the Translator's Trade* written by Peter Katsberg published in 2012. They are Fully Automated Machine Translation (or FAMT), Human Aided Machine Translation (or HAMT) and Machine Aided Human Translation (or MAHT). Katsberg analyzed how each translation tool works, the naturality and appropriateness of its translation and the compatibility of using it. In this digital era, translation tools are not only popular among translators but also among EFL learners. Beginning with the use of portable dictionary such as *Alfalink* and expanding to the more sophisticated translation tool such as Google Translate. Some novice learners usually use this translation tools in doing their task without re correcting the translation result. This happens perhaps because they do not have enough background knowledge to evaluate the translation result. Thus, it will be better when the learners have good mastery in basic English and train them to be aware in evaluating the result from translation tools. On the other words, Human Aided Machine Translation may be the wise choice to do translation task effectively and efficiently particularly in managing the time.

Keywords: *Machine translation, Translator, Language learning.*

INTRODUCTION

Translation tool is a software providing a system in which the system can predict the translation words from one language to another language. It is aimed at helping people in translating one language (source language) into another language (target language). However, translation tools have at least several limitation. Firstly, translation tools can only translate a language in the form of written text.

They cannot recognize language which uses orally or in the form of speech. The other limitation is that translation tools somehow cannot translate language in natural flow. They are lack of natural language processing.

According to Kastberg (2012), there are three types of translation tools which can be classified. They are Fully Automated Machine Translation (FAMT), Human Aided Machine Translation

(HAMT) and Machine Aided Human Translation (MAHT). He divided those translation tools based on their degree of automation. Automation regards to who is the ‘head’ in the process of translation whether it is the software or the translator himself.

Kastberg described those three types of translation tool comprehensively in his article. He started by explaining the definition of each translation tool, its ability and how it processed the translation. He also elaborated the strengths and the weaknesses of each tool in order to give clear information to the reader as well as the translator who needs help from translation tools due to the great amount of text that he/she should translate.

However, he did not provide any information about the use of translation tools among language learners. Thus, this paper will try to expose some research in which the results are related to the translation tool and its effect to language learners and how far the translation tool influences language learner’s performance. Since there is an assumption that there is a good effect regarding the use of machine translation in language learning. Before this paper develops a framework about the effect of using translation tools for language learner, the further explanation about translation tools from Kastberg will be elaborated as follows.

Fully Automated Machine Translation (FAMT)

Fully Automated Machine Translation (FAMT or simply called Machine Translation or MT) is a translation tool which has the full

responsibility in translating the language. It works automatically after the translator input the source language. This tool is not interfered by the translator at all in its translation process.

Kastberg reviewed three types of FAMT. They are classified into:

Table 1. Types of Fully Automated Machine Translation

No	Types of FAMT	Details
1	Direct MT-Model	<ul style="list-style-type: none"> Translating only based on morphological analysis Translating and analyzing single word by word Not able to translate words in context E.g. German: [ich bin es] English: [I am it] It should be <i>it is me</i>.
2	Transfer Model	<ul style="list-style-type: none"> Translating based on morphological, regional and grammatical analysis or more comprehensive analysis. Translating and analyzing not only single word by word but also groups or strings of words that attach together Enable to translate word in context with its individual morphological description and its grammatical description both in source language and target language pattern respectively then put them together correctly. E.g. English: [the artificial flower] French: Direct MT-model [la artificielle fleur] Transfer model [la fleur artificielle]
3	Interlingua Model	<ul style="list-style-type: none"> Translating source language globally and semantically correct to the target language Translating the source language to a natural target language Enable to analyze the actual meaning or content of source language in the process of translating it into target language

Human Aided Machine Translation (HAMT)

HAMT is a software—such as SYSTRAN—which takes human as a consultant or an editor who can modify and suggest the translation result from the machine when he/she thinks that there are some words

which is not suitable to the diction or word choice he/she wants. The human translator in HAMT-program may give his/her suggestion *before*, *during*, *after* or combination of those three phases.

If the human translator edits the source language *before* the machine processes the translation, it is called *pre-editing*. He/she makes adaptation the sequence words or sentences of the source language to make it similar to the target language's sequence. It is done to avoid the problem caused by the order of word which may happen to the target language like what emerged in the Direct MT-model.

If the human translator edits the source language *during* the machine processes the translation, it is called *interactive editing*. Naturally, the machine will query some questions to human translator which the answer is not provided in the machine input. For instance, the machine will ask the human translator to choose the most appropriate words which is expected to be translated in the context of the source language. For example, the word "word" itself, in English, "word" has at least 7 meanings. "Word" can be *word as a unit of language*, *word as something you say*, *word as a promise*, *word as information or news*, *word in a Bible*, *word as an exclamation of an agreement*, or it may also mean technical terms as word in the context of "word break" and "word class". Thus, the machine needs to confirm which meaning is actually meant by the source text. This advantage cannot be found in the Direct-MT program since it analyze

language locally as the consequence the program will choose the "primary meaning" which has been input by its programmer. In fact, the English vocabulary set is sometimes different from other language. In bahasa Indonesia, "word in a Bible" is called "firman", "word as information or news" is called "berita".

If the human translator edits the source language *after* the machine processes the translation, it is called *post-editing*. It will be like somewhat which is usually done by the teachers nowadays, who correct the student's assignment in translation class or the linguists and proofreaders who review texts made by other researchers.

In conclusion, by using an HAMT-program the translator is required to involved further in the translation process ultimately when he/she only does post-editing. The translator needs to compare the source text to the translation that has been processed by the HAMT-program as he/she becomes the proofreader to check the acceptable words which has been translated.

Machine Aided Human Translator (MAHT)

MAHT is a software which is only used when the human translator needs to get some help from this program. The simplest production which can done by this software is checking the spelling and grammar used in the text. And the more sophisticated MAHT software are electronic dictionaries, terminology database, some other dictionary application which can be installed in PC or other gadgets. As Kastberg's paper states that the most

sophisticated form of MAHT-software is Translation Memories (TM) including Computer Aided Translation (CAT).

However, Kastberg did not elaborate the MAHT-tools like spell check, grammar check and databases installed in Office solution since they are already developed for general PC not specifically for translator. He elaborated the software called Translation Memories which are already commonly used by the translators. Translator Memories is a smart software which can remember the words that have been used in its storage to be used when the same words appeared in the same context in a source text and translate them into the target language.

The translation process starts by typing the source text into the software. The act of inputting the source text is called alignment. The text which has been typed then exported to a text file and continuously imported to the actual translation memory. After this initial process has been accomplished, the translation process may begin. The translator will be displayed the source text and it has been splitted into Translation Units (TUs)—which are sentences. The translator will translate each TU and the software will record the original translation of the source text and its corresponding translation. In the process of translation, the software will store the “pairs” or the colloquial words into its database and the number will increase as the progress of the translation process. And every time the software recognizes a TU which has been translated preceeding, the translator will get a notification how

he/she translated the similar TU before simultaneously. The work of translator will be easier, he/she only need to copy the previous translation to complete that TU. However, there is no 100% similarity in every TU, the range is from 50% to 90% so that it will be up to the translator to modify which part needs editing. Furthermore, this software is also developed with search engine which enables the translator to search a word or translation unit stored in the database.

From the explanation above, Kastberg said that Translation Memory can be used to translated a huge number of pages which should be translated by the translator. It has an ability to recognize the same technical term with high degree of consistency in putting the most appropriate pair words in the same context of translation. However, the translator creativity can also be raised by using this software as the consequence of the repetition done by the software which may appear in the translation process.

Machine Translation and Language Learners

Language learners in this digital era are not similar with language learners who learn language in the era before technology has been invented and promoted to every part of this life. Based on Kastberg, first research related to machine translation was studied in the 1930s and the first machine translation developed in the 1940s and succeeded in the middle of 1950s achieved by some scientist from Georgetown University, USA. Grammar Translation Method had

been a powerful method to teach language for centuries before communicative approach introduced to be the better method in teaching language. However, until now translation still has its popularity because by knowing how to transfer a language into another language the information will spread out around the world without boundaries. And that is one of the reasons that linguists have been trying to develop machine translation to help them in translating text.

Translators need the help from this machine particularly in translating big amount of text and so does the language learner. Language learner who is not proficient especially in English can use machine translation as the supporting tools which can help him/her in understanding English in his/her native language or vice versa. Gracia (2010) in his article states that:

“For language learning, the machine generated translation could offer a type of scaffolding upon which the individual student can project their grammatical knowledge on the other language. The teacher could find in it also a common platform for a class activity.”

The result also proves that machine translation can help the beginner and early intermediate students to beef up their communication skill particularly in doing written task.

In another previous research related to this topic, Karnal and Vera (2013) found out that the use of Google Translate as the machine translation helped the non-proficient students comprehend some English source texts which have been translated into Portuguese by Google Translate. The result shows

that the students could comprehend the texts 62% from the whole texts which had been given by the teacher after they were processed in Google Translate. It confirms that Google Translate may be used to support the students in comprehending the English texts although they are not proficient. Moreover, since machine translation is not able to naturally process translation as human being is, there were some grammatical errors emerged and it created chances for the teacher to build the student's awareness in finding linguistic error that might appeared in the translation.

In line with Karnal and Vera (2013), Korošec (2011) who previously conducted a research about applicability and challenges of using machine translation in translation training found out that the students only took the result from Google Translate to provide the first draft before they post-edits it. The students of translation training tend to be active in rechecking the translation from Google Translate rather than simply taking it for granted and submit their task to the translation teacher. They have been aware that Google Translate or any machine translation may have misinterpretation in translating some words from source language which have several meaning in the target language.

More detailed explanation is given by Kliffer (2005). He examined a machine translation named *Power Translation Pro* (PTP) and compared its result translation to student's work who were in their first year of French major in translating a French text

into English. He found out that the error made by that program was more than what made by the students. The errors made by PTP appeared in the non-morphological pattern, it tended to misinterpret the discontinuous syntactical dependencies like mood choice of an embedded verb, which was determined by the main clause verb, and word choice related to semantical sense of meaning. The categories which mostly made errors in translating them are verb-preposition, tense, word order and word choices. Among 17 categories of errors, the program and the students only shared word choice and literal as double-digits percentage. After comparing the errors made by the program and the students, he then gave post-editing exercise and asked the students to post-edit the PTP translation of Montagnier interview. He also gathered the students' perspective about the usefulness of this exercise. The result shows that the lower proficient students appreciate more than the higher ones and it is also proven that the students felt less stressful in doing translation task when they had help from the PTP program to translate the text first and edited it later rather than translating the whole text by themselves.

In 2013, Cliord, Merschel, Munné and Reisinger conducted a study toward the use of machine translation in language learning. They found out that there are some advantages that the participants gain by using machine translation. It can help them increase their vocabulary mastery, increase their grammatical

accuracy, save their time, build self-confidence, improve their grades and produce more native-like language. Most of them used this tool as dictionary. They used it either while they were writing the translation or editing and revising the text which had been translated first by the machine translation. Machine translation is not only used by the language learner in completing writing task but also helping them to comprehend text in reading class. It gives some directions while they are reading. In preparing oral assessment, this tool may provide the students some examples of right pronunciation and uncommon-needed vocabulary. However, besides those benefits, Cliord, Merschel, Munné and Reisinger found that language learners, regarding their personal language knowledge, were aware of the mismatch and error made by the machine translations they had used. Positively, they considers them as an exercise in sharpening their error recognition to improve their proficiency. Contradictory, the language teachers have quite different perspective in seeing the usefulness of using machine translation used by students in language learning process. Most of them disagreed of using machine translation particularly for the students who were in their elementary level. The extreme opinion against the use of machine translation is that some language teachers thought that translation tool can expose incorrect input for their students because of the imperfection of its capability in translating text. Moreover, they also believed that

the students rarely processed the output of this tool and made judgement whether it is right or wrong when they were given some tasks which made them possible to use machine translation.

CONCLUSION

This paper has given brief summary from Katsberg (2012) who described three types of translation tools named Fully Automated Machine Translation (FAMT or simply called Machine Translation or MT), Human Aided Machine Translation (HAMT) and Machine Aided Human Translation (MAHT). He explained the characteristics of each tool and how those tool work. Though he did not give any further information about their effects towards language learning. He only elaborated the use of machine translation among translators. Scientifically, machine translation can help humans save their time in translating texts since machine needs less time recalling the database that has been stored in its storage and directly processes the input of source language to become the output of target language. Thus, this paper tries to provide some research which has conducted by some researchers who are interested in studying machine translation as well as their influence in language learning. Although, there are some controversies regarding this topic particularly between student's and teacher's perspective in seeing the usefulness of machine translations, most of researchers agree that machine translations contribute positive impact toward language learning, especially for the students.

Through research, it is known that the language learners can learn foreign language by using machine translation. It could offer a type of scaffolding upon which the individual student can project their grammatical knowledge on the other language. For beginner and early immediate learners, they can improve their communication skill especially in written task (Garcia, 2010). Not only writting skill increases but machine translation can accomodate the the non-proficient students to comprehend reading text. With limited vocabulary mastery, they are still able to grasp the main idea of a text which is translated by machine translation though the comprehension percentage is only around 62% (Karnal and Vera, 2013). In addition, from the affective aspect it is proven that machine translation brings positive impact to the students attitude towards learning. Kliffer (2005) found out that the students feel more comfortable and less stressful when they are doing translation task with the help of machine translation particularly for the students with lower proficiency. It is in line with the current research conducted by Clifford, Merschel, Munné and Reisinger which ascertains that there are some advantages in using machine translation gathering from student's perspective. It help the students increase their vocabulary, increase their grammatical accuracy, save their time, build their confidence, improve their grades and produce more native-like language in their works. Though, not all teachers have the positive

perspectives. Therefore, this paper is expected to give brief insight for the future research to ensure this good influence of using machine translation.

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